

DOCUMENT RESUME

ED 124 227

JC 760 308

TITLE The Chicago City-Wide Institute of the City Colleges of Chicago.

PUB DATE Nov 75

NOTE 43p.

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.

DESCRIPTORS *Adult Education; Community Colleges; Community Services; *Delivery Systems; *Educational Alternatives; *Junior Colleges; Multicampus Districts; Off Campus Facilities; Open Education; Organization; Program Descriptions

IDENTIFIERS *Chicago City Wide Institute; *Noncampus Colleges; Nontraditional Colleges; Nontraditional Students

ABSTRACT

This document describes the Chicago City-Wide Institute, a non-campus college established in 1974 as the ninth administrative unit of the City Colleges of Chicago. The basic mission of the Institute is to develop and operate programs at the college level for adults who cannot or choose not to go to a traditional college campus. The Institute also serves to (1) provide better coordination of programs for the entire City Colleges of Chicago system, (2) develop new curricula, (3) provide new educational services, (4) provide services to nontraditional clientelas, and (5) integrate services of the Institute and the traditional campuses. Three Service Institutes (Health, Human, and Public) offer a variety of pre-service and in-service programs to meet the manpower needs of cooperating public agencies. The Open Learning Division serves minority and other nontraditional students utilizing self-paced media delivery systems and an open entry - open exit, competency-based format. The Division of Continuing Education and Community Services offers job-related courses, courses related to the handicapped, courses for older adults, public issues courses, and community education activities. The Center for Student Development provides counseling and assessment of life/work experiences for college credit. (BB)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED124227

THE CHICAGO CITY-WIDE INSTITUTE
OF
THE CITY COLLEGES OF CHICAGO

A Report Prepared by the Staff of the Chicago City-Wide Institute

Oscar E. Shabat
Chancellor
City Colleges of Chicago

Salvatore G. Rotella
President
Chicago City-Wide Institute

November 1975

TABLE OF CONTENTS

	PAGE NUMBERS
PREFACE	1
I. THE CHICAGO CITY-WIDE INSTITUTE IN THE CITY COLLEGES OF CHICAGO SYSTEM	3
A. The Master Plan, the Colleges and the Institutes	5
B. Functions of the Chicago City-Wide Institute	7
1. Coordination of Programs	
2. New Program Development	
3. New Services	
4. New Clienteles	
5. Integration of Services	
C. Relationship of the Chicago City-Wide Institute to the Existing Colleges	10
II. THE SERVICE INSTITUTES	11
A. Health Services Institute	11
B. Human Services Institute	12
C. Public Service Institute	15
III. OPEN LEARNING	20
A. Open Air Broadcast	20
B. The Instructional Television Fixed Service (ITFS)	22
C. Other Media Delivery	23
D. Study Unlimited	23
E. Educational Technology	24
IV. CONTINUING EDUCATION AND COMMUNITY SERVICES	26

	PAGE NUMBERS
V. SPECIAL PROGRAMS	29
A. Overseas Program	29
B. College Acceleration Program	30
C. Career Education Program	31
D. College Consortium Program	32
VI. STUDENT SUPPORT SERVICES	33
A. Counseling	33
B. Assessment and Testing	34
C. Information Processing	36
CONCLUSION	37

PREFACE

This report has been prepared for the members of the Illinois Community College Board in support of the request made by the Board of Trustees of the City Colleges of Chicago that the Chicago City-Wide Institute be recognized as a new administrative unit, the ninth in the Chicago system. The concept of this new unit was presented by the Chancellor of the City Colleges of Chicago, Oscar E. Shabat, to a "blue-ribbon committee" of Chicago leaders representing government, civic organizations, industry, commerce, education and the media at a luncheon meeting hosted by the First National Bank of Chicago on October 29, 1975. The attendance at the meeting and the discussion generated indicated approval and support within our community for the Chicago City-Wide Institute. At its November meeting the Board of Trustees of the City Colleges of Chicago approved the Institute and authorized the Chancellor to seek proper recognition from the Illinois Community College Board, the Board of Higher Education of the State of Illinois, and the North Central Association of Colleges and Universities.

This report is intended to give a panoramic view of the Chicago City-Wide Institute within the context of the mission of the City Colleges. Detailed materials exist for each unit within the Institute in the form of occasional and periodic reports and publications.

The nature and functions of the Institute are outlined in chapter one of the report. Chapters two through six explain how the various units have been put together into four major line divisions

and a supportive services division. Chapter two discusses the nature and scope of the three service institutes -- health, human and public, including the Center for Program Development and the Handicapped. Chapter three describes the various programs in the open learning division. Chapter four outlines briefly the successful model of adult and continuing education programs developed at Wright College; through the Chicago City-Wide Institute such programs will be extended to the entire city. Chapter six identifies existing and planned supportive services.

The creation of the Chicago City-Wide Institute will permit a more efficient use of limited resources through reorganization and improved management. Through the Institute the City Colleges of Chicago is deepening its commitment to its community, the entire City of Chicago, and to the delivery of educational services needed by that community.

I. THE CHICAGO CITY-WIDE INSTITUTE IN THE CHICAGO CITY COLLEGE SYSTEM

In February 1976 - the 65th anniversary year - the City Colleges of Chicago will enroll its one millionth student. The City Colleges, through seven college campuses located throughout the city, enroll over 70,000 students. An additional 35,000 are served by the Chicago Urban Skills Institute.

The seven colleges offer programs for transfer to senior institutions as well as career preparation. Kennedy-King College in South Central Chicago, for example, has pioneered in programs in child care and social service, in broadcasting and the theater arts, and in automotive technology. Wright College in the city's Northwest community has special programs in merchandising, marketing, data processing, electronics and mechanical technology. Malcolm X College, on the near West Side, has programs emphasizing urban studies and outreach programs, and capitalizes on its location across from one of the largest medical complexes of the world to use its facilities in such allied health programs as x-ray and renal technology. Olive-Harvey College, in the heart of an industrial complex and the Calumet Port area on Chicago's Southeast Side specializes in industrial and engineering technology, environmental control technology, and electronics. The Loop College serves those in and near the city's center, offering programs in business

administration, data processing, chemical and civil technology and law enforcement. Mayfair's new campus, on the Northeast Side, in the final stages of construction, will continue to specialize in the RN nursing program. Southwest College, located between Midway Airport and miles of motor and rail transport facilities on the city's Southwest Side, offers specialized training in aviation and motor fleet transportation.

Located originally at one of the traditional campuses, specialized programs have grown beyond the campus location to serve the broader community from bases in the community itself. Other programs have been developed specifically for special groups of learners, often in job-related fields. These programs have required more flexibility and a different type of organizational structure than has been possible within the framework of a single conventional campus.

In addition, new clientele, particularly minority adults, new approaches to the accrediting of educational experience and new educational needs have challenged the City Colleges to utilize their resources more effectively. The new Chicago City-Wide Institute is a direct response to these challenges.

A. The Master Plan, the Colleges and the Institutes

An assessment of the mission, role and functions of the City Colleges of Chicago culminated in the Master Plan published in 1974. A major outcome of this planning has been the establishment of two Institutes: the Chicago Urban Skills Institute and the Chicago City-Wide Institute (initially known as the Institute for City-Wide Programs). The Master Plan was explicit in its mandate to reconsider students and educational programs as well as new strategies to improve learning. The mission of the City Colleges of Chicago, the Master Plan states:

"...is multiple -- not only embracing a wide range of formal and informal educational activities beyond the high school but also catering to the special educational needs of a great variety of adults (Emphasis added).

And it concludes:

"...the City Colleges of Chicago must fashion their own identity....The mission, the reason for being is crystal clear -- to serve the adults of Chicago."

Though different in certain programs and in types of students served, the Chicago Urban Skills Institute and the Chicago City-Wide Institute share certain characteristics. Both Institutes serve adult clientele primarily, and their programs are available to persons who cannot or do not choose to go to a college campus. (See Figure I). Classes may be offered in space made available in a branch of the public library, a church basement, at

a place of employment, or a settlement house. Both Institutes also aim to operate city-wide programs which transcend the individual campuses.

The basic mission of the Chicago Urban Skills Institute is to serve adults below the college level, by providing job entry skills for the unemployed, literacy for the many functional illiterates of the city, English as a second language for the new residents of the city, and high school preparation for adults aspiring to the General Education Development Certificate (GED). Its headquarters based at Dawson Skills Center, the Chicago Urban Skills Institute operates at 390 locations in the City of Chicago.

The basic mission of the Chicago City-Wide Institute is to develop and operate programs as well as new delivery systems at the college level. It also serves as a liaison between major public and private agencies and the City Colleges, responding to the educational and training needs of the employer and employees of these institutions.

Many of the component parts of the Chicago City-Wide Institute have emerged during the past several years to meet a series of special needs. The establishment of the Institute as a ninth administrative unit of the City Colleges of Chicago is designed to organize these existing programs and operations and to integrate them into a unit that will make possible better and more effective management of limited resources. No additional buildings, administrative staff or local money are required for this ninth unit. Most of the operating funds come from special grants.

B. Functions of the Chicago City-Wide Institute

The Chicago City-Wide Institute will have the resources and administrative expertise to bring about a) a better coordination of programs for the entire City Colleges of Chicago system, b) the development of new curricula, c) new educational services, d) new services through traditional and new delivery systems to new clienteles, and e) an integration of services of the Institutes and the campuses.

1. Coordination of Programs

During the last decade the City Colleges of Chicago have reached more students than in the previous 50 years; at present over 100,000 students are being served. As a result of technological and economic development, many programs of instruction have developed in cooperation with a variety of public and private agencies and employers. Through the Chicago City-Wide Institute, employers can be better served by a single unit. Competition for scarce resources among the several colleges will thus be lessened. A single program can be developed to serve specific needs and can be offered at more than one campus or in other facilities in an efficient manner. Advanced courses, especially those that require expensive and sophisticated equipment, can be centered at one campus, while less expensive preparatory courses can be operated at various locations, on and off campus. Similarly, in certain areas of instruction a better utilization of faculty can result in the development of a pool of faculty with specialized expertise available city-wide rather than in one campus building.

2. New Program Development

In Chicago, life styles, attitudes, and jobs are changing rapidly. If the City Colleges of Chicago are to help in meeting the manpower needs of the area, consideration must be given to new programs, especially for the growing service component of the economy. Development of new programs is a difficult and usually an expensive process. In designing new programs, the Chicago City-Wide Institute will be able to attract special funding from the public and private sector. Personnel for the Institute are available within the seven college campuses. Faculty on the campuses will be provided with released time to work on new curricula and/or new delivery systems. This process has been tested and has proved to be both economical and successful. Several examples, which will be explained in detail later, are programs in Fire Science and Technology, developed recently by the Public Service Institute, serving more than 500 students at three different campuses and at the Fire Academy, and programs in Child Development developed by the Human Services Institute and serving thousands of students at six campuses and in off-campus facilities.

3. New Services

Changes brought about by technological progress and the expansion of educational opportunities have led to the recognition that many adults deserve college credit for life experience or independent learning. It is economically wasteful and educationally counterproductive for students to enroll in courses whose objectives many adults

have achieved outside the classroom.

The linking of work experience and career-related education will be developed for both existing and future programs. Learning will be enhanced through work experience in cooperative programs with business, industry and government. Attention will be given to proper placement of students in employment both while in programs and upon graduation.

4. New Clienteles

The community college under state law has the mandate to reach the variety of adults who live and work in our city. Programs of the Chicago City-Wide Institute reach out to the handicapped, the high school student, the worker seeking to upgrade his skills, and the emerging needs of education in fields such as health, human and public services. Private and public employers, recognizing their responsibility to help upgrade their employees, have brought and will bring more students to the Institute. Banks, hospitals and various government agencies have already been involved in such programs.

5. Integration of Services

The programs that have developed on an ad-hoc basis, especially in response to community demands, require integration. Programs developed by one unit of the Institute should be reinforced by the other units. For example, programs developed by the Health Services Institute can be buttressed by the Human and Public Service Institutes.

C. Relationship of the Chicago City-Wide Institute
to the Existing Colleges

An important function of the Chicago City-Wide Institute is to coordinate and extend certain programs and services to students at the seven campuses of the City Colleges of Chicago. The relationship of the seven colleges to the Institute (as well as to the Chicago Urban Skills Institute) is represented by the grid in Figure II. Each of the seven colleges attracts its students from a given geographical area of the city and is represented vertically on the chart. While students, of course, may attend any of the colleges regardless of their location of residence, most relate to the campus closest to their community or place of employment. The two Institutes are represented by the two horizontal bars on the chart. The Chicago Urban Skills Institute primarily serves the adult at the pre-college level. The Chicago City-Wide Institute completes the network of educational services for the city at the college level. The Institute will function in part independently of the existing campuses, and in part it will coordinate and make more effective some of the operations and programs of the campuses. For some activities, such as the College Acceleration Program, the Overseas Program, and the Probationary Police Officer Training Program, the Institute will be an autonomous unit of the City Colleges. For programs in human, public and health services, and in adult continuing education, the Institute will be a programmatic unit working through and in cooperation with the seven campuses of the City Colleges system.

II. THE SERVICE INSTITUTES

The Service Institutes serve the City Colleges and the community through the operation, development and coordination of career programs in the areas of health, human and public services. Working closely with community agencies, local, State and Federal governments, the Service Institutes provide a variety of pre-service and in-service educational programs designed to meet the manpower needs of cooperating agencies. Programs and courses are offered at times and places most convenient to the students: on the job, in an agency facility or on a campus; morning, afternoon or evenings; and in forms ranging from short-term to complete degree programs.

A. Health Services Institute

The Health Services Institute was organized in October 1974 to coordinate on a city-wide basis the health programs of the City Colleges, and to develop and coordinate new programs and projects in the health field.

Currently there are fourteen health-related career programs approved for the City Colleges of Chicago, varying in length from short-term training to two-year Associate Degree programs, the largest being the Associate in Arts Nursing Program offered at five campuses.

A variety of new career programs include the Emergency Medical Technician Program for emergency care workers such as Chicago firemen, ambulance drivers and emergency room workers offered at Michael Reese Medical Center, Northwestern Medical Center and the Chicago Fire Academy.

FIGURE I

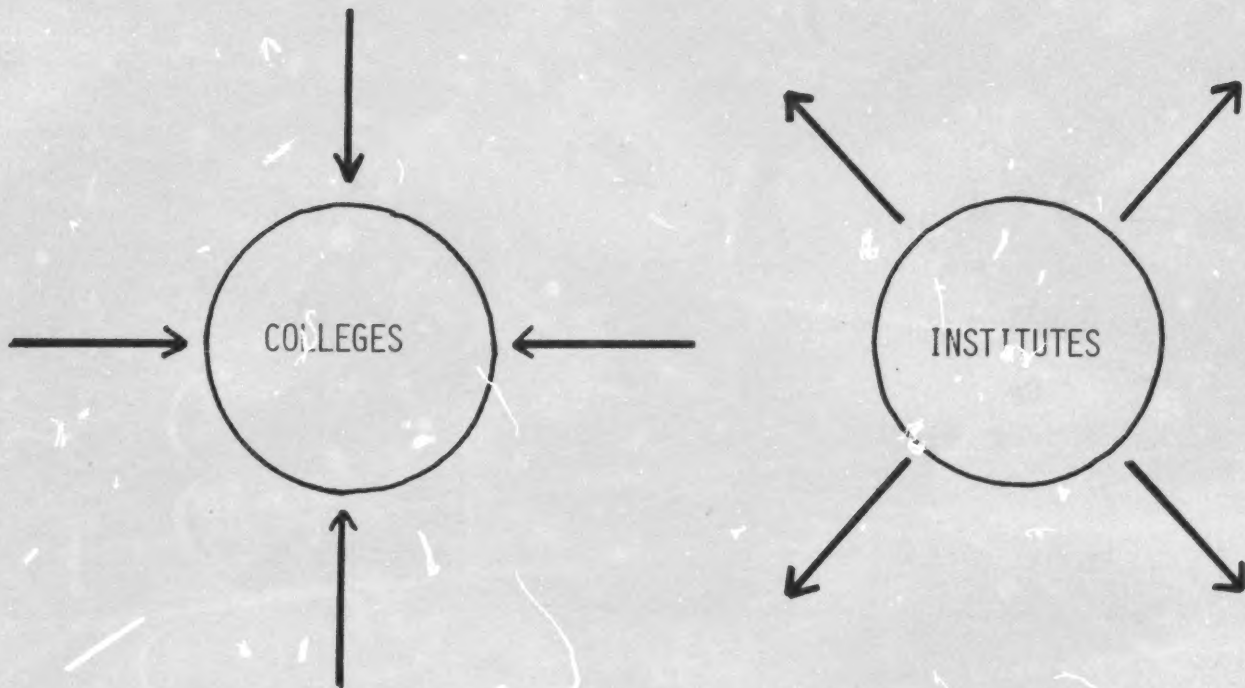
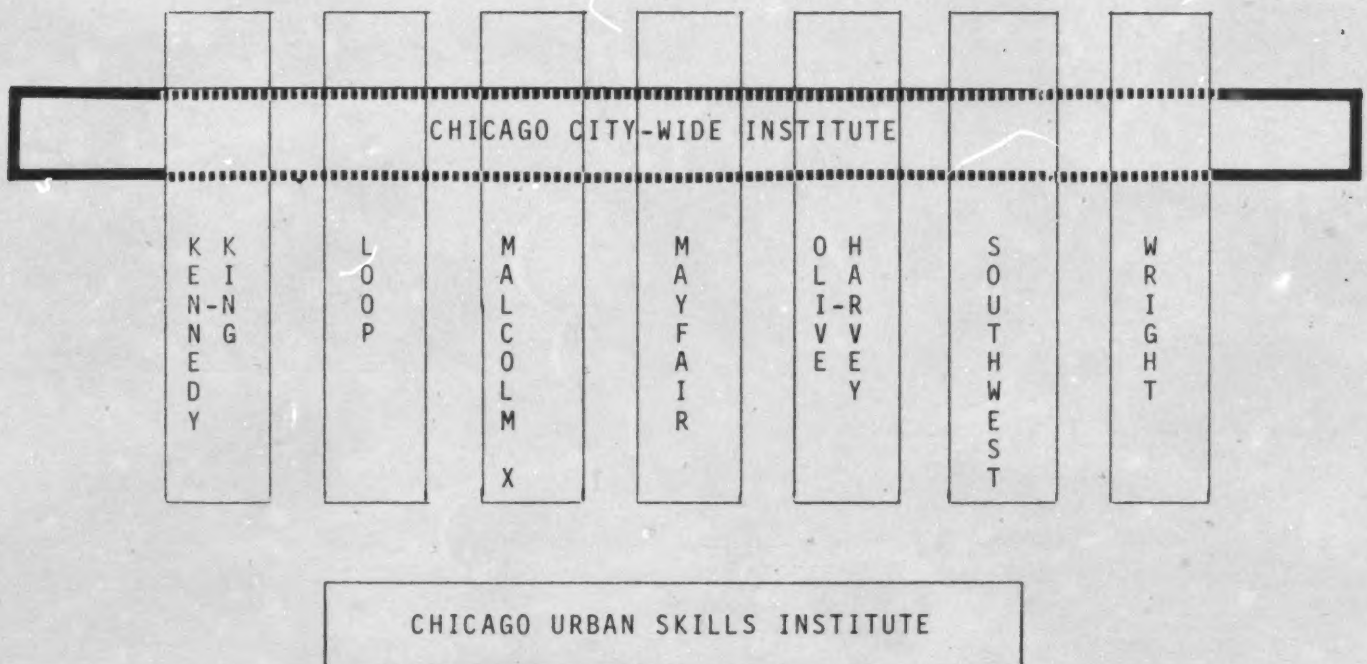


FIGURE II



New programs are being planned with such agencies as the Chicago Rehabilitation Institute, a Consortium of Chicago Metropolitan Hospitals, the Illinois League for Nursing, and the Chicago Board of Health. Two large grant proposals are pending which would establish tutorial and review programs for graduate nurses preparing for the state licensure examination.

During the Fall, the Health Services Institute administered several special courses which were held on-site at various health facilities; approximately 250 students were enrolled.

B. Human Services Institute

The Human Services Institute was formally established in 1967 to develop and coordinate City Colleges programs in human service fields, such as social service, child care, education, and mental health. These career programs are designed with two purposes in mind:

- to upgrade the quality of care provided by direct service personnel in human service professions through job-related training, and
- to provide individuals interested in pursuing a career in a human service field with an opportunity to upgrade themselves educationally while acquiring skills leading to employment on completion of their training.

Human service courses are presently offered on six City Colleges campuses and at nine off-campus locations, with on-the-job supervision provided to students at an additional 47 locations. Approximately 4,200 enrollments were reported for the Fall 1975 term in the human service career programs.

In addition to the human service career programs offered at City Colleges campuses, the Human Services Institute is responsible for the administration of the child care centers located on four college campuses, and administers a number of federally or locally funded programs including the Foster Parent Training Program, the Head Start Supplementary Training Program, and the Educational Upgrading Program for Board of Education Paraprofessionals. Off-campus courses serving specific client groups are offered by the Institute as well, either on an ad-hoc or program basis.

The Center for Program Development and the Handicapped was established in the Fall of 1974, as part of the Service Institutes, to serve handicapped students in the Chicago area. A major goal of the Center is to open the educational and training resources of the colleges to handicapped students in the City of Chicago through:

- the identification and removal of barriers to on-campus participation of handicapped students,
- the development of on-campus resources for the handicapped student, and the expansion of City Colleges
- services to handicapped persons away from the campus, and

-- the development of positive attitudes toward the potential of the handicapped student on the part of faculty and administration at the campuses.

A second major objective of the Center is to serve the broader community of the handicapped in the Chicago area through the development of career programs for paraprofessionals serving the handicapped in institutions, in home-based programs and in the community.

Development of curricula in new areas of manpower training for both handicapped and able-bodied students is another area of activity carried out by the Center. A program for micrographics technicians is being developed and located at Olive-Harvey College. Other curricula are in the process of development.

In Spring 1976, the curriculum development activities will service over 500 handicapped students and/or paraprofessionals in the field of rehabilitation. The development of ancillary services for the handicapped and the development of resources and public attitudes will reach approximately 900 individuals.

Among the agencies and organizations actively involved in Center programs and activities are consumer groups, such as the Illinois Council of the Congress of Organizations of the Physically Handicapped, the Chicago Chapter of the National Paraplegia Foundation, and the National Federation of Blind of Illinois; rehabilitation facilities, such as Northwestern University Rehabilitation Engineering Program, Schwab Rehabilitation Hospital and the Rehabilitation Institute of Chicago; and local and State agencies, such as the Illinois Division of Vocational Rehabilitation, the Illinois Division of Vocational and Technical Education, and the Illinois Governor's Committee on the Handicapped.

C. Public Service Institute

The Public Service Institute was established in 1967 to provide educational opportunities to government agencies in the Chicago area. The Institute has three specific goals:

- to develop and administer two-year programs leading to careers in the public service;
- to review, revise and expand in-service opportunities for public employees, and
- to conduct necessary research for curriculum development and explore the potential role of two-year colleges in education for the public service.

Through development of a standard curriculum model for public service education, including a general education core, the public service core, and an occupational core designed to serve a single agency or a cluster of agencies with functional affinity, the Institute offers programs that provide the student with general education as well as the specific training required for successful performance in civil service positions.

In close cooperation with government agencies, the Public Service Institute has developed more than forty programs in different areas of public service over the past nine years. Twenty-eight programs are currently in operation with an enrollment of approximately five thousand students. Among these are:

1. Programs in Criminal Justice

Through the Public Service Institute the City Colleges of Chicago has developed the most extensive network of Criminal Justice Programs in the nation.

- a. Law Enforcement - The Institute has developed a number of in-service and pre-service programs in cooperation with the Police Department of the City of Chicago. These include the Probationary Police Officer Training Program offered at the Police Academy, mandatory for 600 recruits per year. The In-Service Police Program, also at the Academy, has a current enrollment of 1,012 students. An AAS Degree program in Law Enforcement is offered through five campuses of the City Colleges and serves over 800 students. In addition, the Institute was involved for several years in a para-professional program for over 400 police aides.
- b. Probation Services - An AAS Degree program in probation services is offered in cooperation with the Department of Adult Probation, Cook County. The program has a current enrollment of 45 students.
- c. Corrections - Similarly, an AAS Degree program in institutional corrections has been developed for the Cook County Department of Corrections. Over 100 students are enrolled.
- d. Non-Municipal Police Services - The Institute offers a program in private police services for various agencies

including Michael Reese Medical Center and the Metropolitan Sanitary District of Greater Chicago. One hundred and fifty five students are registered in the program.

2. Fire Science and Technology Program

An extensive program enrolling over 500 persons was initiated last year in cooperation with the Chicago Civil Service Commission and the Chicago Fire Department. Training and education will be provided at all levels of operation. The program is offered at three campuses and at the Chicago Fire Academy.

3. Foodservice Sanitation Program

The Institute is working jointly with the Chicago Board of Health in preparing people to qualify for new standards to be established in foodservice sanitation. At present over 900 persons are registered in this program.

4. Program for the Chicago Housing Authority

An extensive education and training program is under development for the Chicago Housing Authority. Personnel at all levels of operation will be involved.

5. Additional Programs

- a. The Executive Development Program - for the Chicago Civil Service Commission served over 200 city executives during the last six years. The current

cycle has an enrollment of 27.

- b. The Building Code Enforcement Program - is offered for the Building Department, City of Chicago, and the Department of Building and Zoning, Cook County. Approximately 50 students are enrolled each semester.
- c. The Postal Services Program - for both supervisory and non-supervisory personnel at the U. S. Post Office, has a current enrollment of 50 students.
- d. The Instrumentation Program - is offered for employees of the Metropolitan Sanitary District. Twenty students are registered this semester.
- e. The Tax Technology and Accounting Program - has been developed at the request of the U. S. Internal Revenue Service. Approximately 30 students are enrolled each semester, with an additional 30 this semester in an accelerated program.
- f. The Library Technology Program - an in-service program for technicians with the Chicago Public Library, enrolls approximately 35 students each semester.
- g. The Cooperative Program with the Health and Hospitals Governing Commission of Cook County - has three main objectives: it offers courses and programs for different levels of employees in a wide range of departments in the hospitals operated by the Governing Commission, it administers the clinical affiliations at the hospitals

so that City College students can gain a practicum experience, and provides liberal arts and other courses for the academic portion of the curriculum at the Cook County School of Nursing. One hundred and seventy students are enrolled in the employee development programs this semester or benefit from the clinical affiliations, and 130 are in the basic nursing program.

- h. The Federal Careers College Program - is offered in cooperation with the U.S. Department of Health, Education and Welfare. Approximately 200 students enroll each semester.

III. OPEN LEARNING

This division of the Chicago City-Wide Institute has two major characteristics: it is organized around student independent learning, and utilizes a media delivery system to reach its students. Philosophically, the organizing concepts include: self-pacing, to allow the students to study at their own speed; an open semester to permit students to enroll at any time; curricula based on allowing students to demonstrate competence rather than acquire a given number of credit hours; college credit for life and work experience; student formation of their own educational goals; and a commitment to reach a clientele traditionally denied the opportunity to further their education.

Though not new to the City Colleges of Chicago, the open learning concept will be developed and extended under the Chicago City-Wide Institute.

A. Open Air Broadcast

Over the years the City Colleges of Chicago have cooperated with TV and Radio stations to extend educational services through open air broadcasts. TV College is the mainstay of the open learning division. Established in 1956, TV College has the longest continuing history of instructional services on open broadcast in the United States. It has been acknowledged as a model by the planners of Britain's Open University.

Over 160,000 individuals have enrolled in televised courses, some 85,000 registered for credit, with another 75,000 enrolled unofficially as non-credit students. TV College programs have served a minimum of 10,000 viewers.

Until 1974, TV College was on the air on WTTW-Channel 11 an average of 26 hours a week. Since then it broadcasts 12 hours a week - presently over Channel 44. Student retention has averaged between 70 and 80 percent. More than 80 different courses have been offered for credit, as well as several non-credit courses. Non-credit programs have been produced with funding from government and private sources, including Man and His Art, nominated by television critics for a special award for production excellence.

About 425 students have been awarded the Associate in Arts degree for study entirely by TV. About 2,500 students have graduated from the City Colleges of Chicago with an Associate in Arts degree taking, on the average, one semester of their work via TV. TV College has therefore contributed to the student population at various campuses rather than taking students away from the classroom. With the strong possibility that a new instructional television station for the Chicago metropolitan area will become a reality during the next state legislature session, an increase in offerings via TV can be expected. Should higher education in Chicago get a TV channel of its own, the Open Learning division of the Chicago City-Wide Institute will have a central role in such a new operation.

A new relationship has been developed with WTTW-Channel 11: it makes possible using as a basis for credit courses world famous TV series such as The Ascent of Man and Classic Theatre. This semester over 500 persons are enrolled in these courses. A history course based on the Adams' Chronicles which will be televised in the spring of 1976, is being prepared by the Chicago City-Wide Institute. Early in 1976, WTTW-Channel 11, the City Colleges of Chicago and the Chicago Public Library will bring to the viewers in the Chicago Area the GED series prepared by Kentucky Educational Television.

The Open Air Broadcast unit of the Open Learning Division will also continue offering courses - credit and non-credit - via radio in cooperation with local radio stations. Present credit offerings by radio will be expanded to include a course in topics of physical science to be offered in cooperation with WBEZ and the Greater Chicago Wise Use of Energy Committee. Cooperation with radio stations WFMT and WJJD will be continued and hopefully expanded in scope.

B. The Instructional Television Fixed Service (ITFS)

Five campuses of the Chicago City College system are being equipped to receive a special color signal on this channel. A wide variety of programs can be telecast ranging from credit courses to special programs for faculty in-service training. Agencies that can tie into the system can enter into special arrangements with the Open Learning Division for educational services, especially developed for their clientele.

C. Other Media Delivery

Educational services can also be delivered through other media such as newspapers or radio and video cassettes. A newspaper series in conjunction with the nation's bicentennial celebrations is being offered in cooperation with the American Issues Forum. The Chicago Tribune carries the lessons involved in the courses. An Oral History - Chicago course will be offered in the Spring of 1976, also in cooperation with the American Issues Forum. Some funds for this course are provided by the National Endowment for the Humanities through a cooperative effort with the Chicago Chapter of the National Conference of Christians and Jews. Other programs involving the media have been presented in cooperation with the Goodman Theater and the Chicago Public Library.

D. Study Unlimited

Study Unlimited is an independent study project housed in five libraries of the Chicago Public Library. Study Unlimited grew out of the notion that student independent study alternatives should be expanded.

The educational commitment of Study Unlimited is to serve people who have not been able to take advantage of traditional educational opportunities. Each semester the program enrolls 400 to 500 students who range in age from 18 to 75. Students may choose to take college credit courses, study to pass their high school equivalency examination, prepare for the College Level Examination Program tests, supplement their on-campus work by reviewing or auditing courses, or study for their own personal enrichment.

Launched experimentally in 1973 this program is a cooperative venture of the Chicago Public Library and the City Colleges of Chicago. The Chicago Public Library provides the space for students, personnel, and supplemental study materials. The City Colleges provide instructional materials in video cassette or audio cassette form, instructional and counseling personnel, television sets, textbooks and college credit. The two institutions share the responsibility for administration, public relations and recruitment of students.

Study Unlimited is now expanding its program in several directions: centers are set up in three Illinois correctional facilities. A program is also under way to use Study Unlimited as a means of bringing education to severely disabled, homebound students. High school equivalency preparation will be broadcast on television in the winter of 1976, and a Study Unlimited center in Cook County Hospital is being planned.

E. Educational Technology

In an open learning institution, the role of educational technology is important since the model of the live instructor appearing before assembled students is not feasible, and instruction must proceed by other means. College courses and other adult learning experiences must be adapted through different media. This requires extensive planning, involvement of many individuals and extensive equipment. The means of recording (whether book, film, audio) affects the delivery system and the approach adopted.

With the recent establishment of the Instruction and Faculty Development Center (formerly the Learning Resources Laboratory) as a separate unit within the organizational structure of the City Colleges, the Chicago City-Wide Institute will have the opportunity to develop the "software" needed for its programs by calling upon the new Center to produce such software.

IV. CONTINUING EDUCATION AND COMMUNITY SERVICES

The Continuing Education Division will serve adults of all ages in traditional and non-traditional ways. Building on successful program models developed by continuing education departments of the City Colleges, especially the one of Wright College, this division will coordinate and extend offerings in this vital and most rapidly growing segment of higher education. New programs and community service projects will be developed for new clienteles including working women at the bottom of the job ladder, latinos of all ages who are outside the mainstream and older workers (55-65) who are faced with the problem of after retirement activities.

Beginning with short-term educational activities developed with and tailored for the full needs and interests of diverse groups of adults (including those in the older age, low income and minority groups described as "hard-to-reach"), the Division of Continuing Education will serve as the "outside-the-open-door" link to the resources of the Chicago City-Wide Institute.

Among the existing kinds of courses, workshops and training programs of tested value to be offered in new locations are:

- A. Job-Related Courses - such as the following offered by Wright College: Bilingual (Spanish-English) Job Skills Training at the North Urban Progress Center; Preparation for Police Department Examinations in cooperation with

- WTTW, The Civil Service Commission, and the Police Department; Spanish for Executives in cooperation with Commonwealth Edison. Other programs in this category are:
- Career Options for Women: How to Find a Job or Change Careers offered in two Loop locations; Spanish for Hospital Use at the Northwestern Memorial Hospital; Caring for Children in Homes and Centers at a southside YMCA and in a central Loop location; Bookkeeping for Coops at a northside church; Printing for School and Community Use in a westside evening alternative high school for adults; and The Helping Process With Older Adults at a Loop location.
- B. Courses Related to the Handicapped - offered at Wright College, for the hearing impaired, the visually handicapped and the slow learner.
- C. Courses for Older Adults - developed with older adults who frequently serve as leaders and resource persons. Older Adult Discussion Groups on current issues of concern to seniors is offered at a central Loop location, at a northside branch of the Chicago Public Library, at a near westside center for retired union members and at a westside community center. Documenting Social History: Chicago's Elderly Speak, a video tape discussion program made available to college and community groups and The Second Forty Years: Preparing for Retirement for government personnel

and others at a central location.

D. Courses for Community Groups - Courses such as: An Answer to the Energy Crisis: Solar Energy for Home and Community are currently offered at a central location and a north-side community; Neighborhood Planning at a central location; The Community and the Law at a northside library and Community Resources for Latino Women at a near westside community center.

E. Public Issues Courses and Community Education Activities - Forum and Focus, a grant program, is offered at Wright College, annually it involves thousands in discussions of social, economic, political and other issues. Other courses offered are: Perspectives on Mexican History developed in cooperation with latino leaders and educators; The Middle East: Old Rivalries and New Realities, developed with the Chicago Council on Foreign Relations and New China: Chicago Visitors Report planned and carried out by a group of leading journalists, bankers, businessmen and educators.

In these and other kinds of courses and community education activities the many resources, not only of the City Colleges, but of a wide array of public and private institutions will be made available through the Division of Continuing Education to citizens throughout the district for self-development, for improving their job skills, for coping with family and community problems or for enriching their understanding of issues affecting our nation and the world.

V. SPECIAL PROGRAMS

The Division of Special Programs of the Chicago City-Wide Institute includes the Overseas Program, the College Acceleration Program, the Career Education Program and the College Consortium Program.

The purpose of this division is to make available college credit courses to non-typical college students. Military personnel in the Air Force, Army and the Navy may earn credit through the Overseas Program at Wiesbaden, Germany, and approximately 30 other military installations throughout Europe. High school students may take college courses while completing their regular high school programs through the College Acceleration Program and the Career Education Program.

A. Overseas Program

The headquarters of the Overseas Program is located in Wiesbaden, Germany. City Colleges of Chicago courses are offered to Air Force, Army and Navy personnel throughout Europe, in Turkey, Greece, Crete, Italy, Spain, Germany, Belgium, the Netherlands and the United Kingdom.

Both certificate and degree programs are offered to the military. These include courses in Data Processing, Real Estate, Management, Art, Office Skills, Merchandising and Marketing, and Small Business. In addition, there are a limited number of college preparatory classes in Turkey, Crete, and the Netherlands.

The City Colleges of Chicago program in Europe began in 1969 with a very small number of data processing courses. During the 1974-75 academic year there were over 10,000 enrollments in the Overseas Program. The future appears encouraging. The army as well as the Air Force are interested in new programs and the 1975-76 academic year should have at least 12,000 enrollments. The extension of the program into the health field is under active consideration.

Finally, the Overseas Program is totally self-supporting; it draws no funds from taxes or state aid.

B. College Acceleration Program

The College Acceleration Program is based on the twin ideas that capable high school students in Chicago should be able to earn regular college course credit as they complete their high school requirements and that the public community college system is the logical vehicle for such a program.

The College Acceleration Program exposes high school students to an experience in higher education prior to high school graduation to help bridge the gap between high school and college. It offers qualified high school students enrichment to their high school programs by scheduling college courses, which may not be used for high school graduation credits. It allows the high school student to enter college early and to finish college in less time than usual. Finally, it provides a vehicle through which the high school student may participate in the College Credit by Examination Program of the City Colleges of Chicago and permits able students to enroll in the City Colleges as sophomores.

Over 1,900 students are currently registered in the program at 44 public and parochial high school locations throughout the city. For the previous three years, the program had an enrollment fluctuating between 1,400 and 1,500 students at 30 high schools.

The traditional college course work will continue to be a stable part of the CAP, but future expansion will emphasize career education.

C. Career Education Program

In Fall 1974, the College Acceleration Program was expanded to include the Career Education Program. Courses are offered in chemical technology, law enforcement and child development. The program is intended for the high school student who wishes to prepare for a career and enroll in a community college after high school.

About 150 students from three high schools are presently being served in this program. Expansion to other high schools is planned for the coming semesters in programs including foodservice supervision, health and fire science and technology.

The Career Education Program will be strengthened by a counseling unit which is intended to help students develop a better understanding of their own potential for career selection and ultimately to make rational choices for their life as well as work goals.

D. College Consortium Program

The College Consortium Program is a pilot project recently established to help highly motivated students compress the time required for the usual bachelor's degree program into three years. This is accomplished by utilizing non-traditional educational opportunities such as the College Acceleration Program while the student is still in high school.

At present the Consortium includes five public and private high schools, the City Colleges of Chicago, the Illinois Institute of Technology, Rosary College, St. Xavier College, and the University of Illinois at Chicago Circle. These institutions are cooperating to provide guidance for CAP students who will be transferring credits from City Colleges of Chicago to other institutions. Consortium counseling helps participating students to define their academic goals and to plan a program to meet these goals. Individualized attention to each student's progress is provided.

The College Consortium also offers the student guidance planning educational and career goals, study habits and when indicated, in personal adjustment. The Consortium attempts to motivate and support especially those students who are unaware of the advantages of a four-year degree program.

One hundred and twenty high school juniors and seniors from five Chicago high schools are currently enrolled.

VI. STUDENT SUPPORT SERVICES

The Center for Student Development is another component of the Chicago City-Wide Institute designed to provide an extensive program of counseling, assessment, and other student personnel services. The Center will emphasize specially tailored programs for individual students.

Students will receive professional assistance throughout their association with the Center. They will be helped discover their potential and develop their abilities. In this sense, the Center builds upon a philosophy of a service continuum that attempts to develop in students a complete understanding of the program of study in terms of their personal goals and abilities.

The Center will have three units. The Counseling Unit will attempt to provide continuous educational guidance to students. The Assessment and Testing Unit will evaluate college-level knowledge, competencies and skills acquired through experience, on-the-job training, independent study, or course work completed in post-secondary institutions. An Information Processing Unit, employing up-to-date data processing technology, will process student entry and exit, as well as records, via the computer.

A. Counseling

The Counseling Unit is intended to help adults bridge the gap between work, family and a college education. The counseling staff will help students define their educational goals and design a course of study. Counselors will travel to wherever the students are -- in agencies, libraries, hospitals, or even homes. Services such as tutoring, financial aid and veteran advisement and orientation will be available.

An educational resource clearinghouse for adult-oriented college-level programs is under consideration as an adjunct to the counseling program. The clearinghouse would be an important service to all students since information would be gathered on specific programs at a wide variety of institutions within the city and state which offer adult students opportunities for non-traditional learning. The main emphasis of the clearinghouse would be on programs in which class hours, fees, courses and facilities are arranged to meet the educational needs and personal circumstances of adults.

B. Assessment and Testing

One of the distinguishing features of the Chicago City-Wide Institute is an emphasis on learning acquired by the student and not on the method by which it has been acquired. This concept rests on the premise that credit for work/life experience (1) provides a necessary alternative educational opportunity for students with demonstrable abilities and experiences; (2) reduces educational costs for the students and the public; and (3) allows students with defined goals to pursue individualized educational schedules and courses of study.

The Assessment and Testing Unit has been established to maximize alternative ways of achieving a college education. Credit for non-formal learning is an important element of the Student Services division. The unit is designed to evaluate in objective terms the demonstrated learning of the individual and to award college credit for such learning through

the College Level Examination Program (CLEP) and other proficiency examinations. Students will also have the opportunity to apply past and present aspects of their personal and professional experience to their academic program through credit granted for work/life experience.

The City Colleges of Chicago have participated in the CLEP program for a number of years and have awarded more than sixty-thousand hours of credit to students who have passed a series of examinations demonstrating that they are competent in such areas as English, humanities, natural science and social studies. Credit is allowed at approximately the 50th percentile on the national college sophomore norms, thus minimizing transfer problems. These norms are based on a representative sample of full-time students completing their sophomore year at colleges in the United States.

Through the Assessment and Testing Unit new areas of proficiency testing will be developed, including an assessment program for evaluating the learning of groups of people who share a common learning experience. On contract from the Navy, the Chicago City-Wide Institute will develop materials for DANTES (Defense Activities for Nontraditional Educational Support). Beginning in 1976 the Institute will become a testing center for NOCTI (National Occupational Competency Testing Institute), making possible the awarding of credit for demonstrable experience relevant to career programs offered by the City College system.

C. Information Processing

The nature of non-traditional study and the goals it is intended to serve require that the organization and administration of student records be such that it can adjust readily to the ever-changing needs of students. Moreover, the Center places more emphasis on evaluation than on grading. The evaluation and reporting of learning, therefore, is both qualitative and quantitative. The Information Processing Unit of the Center will be responsible for processing and storing student records and will be responsible for managing a flexible system of "open entry" and "open exit" registration.

CONCLUSION

Though new in name and organizational structure, the Chicago City-Wide Institute has been under development for several years. Given the needs of the city and the necessary orientation of the existing campuses to their respective communities, the creation of a city-wide unit makes sense if the college system is to serve the entire city. The functional organization of the Institute and its interaction with the other components of the City College system will permit the maximization of limited resources, especially faculty services. Given the present prospects for additional public funds, expansion of service can only take place as a result of the reordering of priorities and better management of existing resources.

Through the Institute newer activities, such as Study Unlimited, the Overseas Program, and the various services to special clienteles will be given appropriate support. Many of these services would otherwise have been peripheral to the scope of the individual campuses serving discrete communities.

The Institute will have line functions in the direct service to certain clienteles which are not served by the campuses, and staff functions in the development, implementation and management of programs through the campuses.

This new administrative unit gives the City Colleges of Chicago the confidence to continue working towards the goal set forth in the Master Plan. The Chicago City-Wide Institute will permit the City College

system to serve new students, especially minorities and adults, in new ways. The Institute will serve as a single representative of the college system to city organizations and agencies, so that uniform practices and procedures can be established for educational programs. Through its student service component, the Institute will provide the entire City College system with uniform standards of assessment of credit. Through the Open Learning System emphasis will be placed on the development of non-traditional course offerings and time sequences which will serve individuals on a self-paced basis. The manpower needs of Chicago as an urban center will be met more effectively through the Service Institutes. Most importantly, the Chicago City-Wide Institute is another way in which the City Colleges of Chicago attempt to contribute to the quality of life and to make Chicago a better place to work and to live.

UNIVERSITY OF CALIF.
LOS ANGELES

— JUL 2 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES